


Daily Writing / ELA Block - Grade 8		60 Minute Uninterrupted Instructional Block	
Foci: Writing, Speaking, Listening, and Using Language 		Assessment Evidence	Aligned Resources
Common Core Standards for English Language Arts The standards listed here focus on what is essential but do not describe all that can or should be taught.			
<p><u>Writing Standards</u></p> <p>By the end of grade 8 students will:</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from a supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>		<ul style="list-style-type: none">Entrance Paper – DiagnosticDescriptive WritingNarrative WritingTimed, On-Demand Writing (fall and spring)Writing about literatureWriting about mediaCreative WritingBusiness/Real-world WritingExpository WritingPersuasive / Argumentative WritingHigh School Entrance Paper with Goals related to high schoolLetters – Formal and Informal, including letter/message of complaintResearch Projects that allow multiple avenues of exploration; created with the use of digital resources; written using proper citation, and including appropriate visuals, such as charts, tables, and graphsExit Paper	<ul style="list-style-type: none">Models of writing from a variety of topics, authors, and genres, including fiction and nonfiction (mentor texts)Writing tools (including digital tools)Equipment/tools for modeling and sharing writingWriting processWriting strategies based on best practices in writingElements of curriculum alignmentWriting suppliesWord walls and other resources such as picture/word dictionaries and thesaurusesDistrict-adopted rubricsTechnologyVisuals and other mediaVocabulary A-ZDiscovery Education <i>Streaming</i>MPS Virtual LibraryMY Access!Anchor papers and writing exemplarsMPS Writing GuidesMPS Portal Resources

<p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Common assessment tools:</p> <ul style="list-style-type: none"> • MPS Writing Rubrics • MPS Research Rubrics <p>Other assessment evidence:</p> <ul style="list-style-type: none"> • Student questions • Student comments • Illustrations and other visuals • Observations during whole group, small group, and conferences • Short-cycle assessments • On-demand writing • Peer feedback (written and oral) • Presentations • Multimedia evidence • Traditional and online publishing in various forms • Content in Writers’ Notebooks • Contents of Portfolios (both process and showcase) • Progress/Learning logs • Student self-assessment • Student self-reflection • Student goals <p>Speaking, Listening, and Media</p> <ul style="list-style-type: none"> • Oral Presentations • Persuasive Oral Presentation • Summaries • Record of note-taking • Discussions • Design, Creation, and Evaluation of Media Product (Presentation or Tangible Artifact) • Oral Rubrics • Listening Rubrics • Discussion Rubrics 	<p>Write Source (student edition)</p> <p>Writing Process pp. 11-65</p> <p>Traits of Writing pp. 33-44, 49</p> <p>Descriptive Writing pp. 71-91</p> <p>Narrative Writing pp. 11-28, 93-155</p> <p>Expository Writing pp. 157-217</p> <p>Persuasive Writing pp. 219-281</p> <p>Business Writing pp. 274-277</p> <p>Response to Literature pp. 282-341</p> <p>Creative Writing pp. 353-361, 343-352</p> <p>Story Writing pp. 343-352</p> <p>Summary Writing pp. 375-378</p> <p>Research Writing pp. 363-410</p> <p>Graphs pp. 272-273</p> <p>Write Source (student edition)</p> <p>Speaking and Listening pp. 417-422</p> <p>Speech Skills pp. 423-430</p> <p>Group Skills pp. 115, 420-421</p> <p>Presentations pp. 411-430</p> <p>Multi-media Presentations 411-415</p> <p>MY Access! www.myaccess.com</p> <p>iSeek! www.myaccess.com</p> <p>Great Source online resources: www.greatsource.com/iwrite</p> <p>Strategies and Approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> Think, Pair, Share (Lyman, 1981) <input type="checkbox"/> Think, Ink, Pair, Share (Billmeyer, 2003) <input type="checkbox"/> Looping (Elbow, 1998) <input type="checkbox"/> Collaborative Learning (Johnson and Johnson, 1999) <input type="checkbox"/> Reciprocal Teaching (Palincsar, 1994) <input type="checkbox"/> Discussion Webs (Alvermann, 1991) <input type="checkbox"/> Reflection Journal (Zemelman, Daniels, and Hyde; 1993) <input type="checkbox"/> Double-entry Journals (Tompkins, 2010)
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<p style="text-align: center;"><u>Speaking and Listening Standards</u></p> <p style="text-align: center;">By the end of grade 8, students will:</p> <p>Comprehension and Collaboration:</p> <ol style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared; having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. Analyze the purpose of information presented in diverse media and formats (e.g., visually quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence is introduced. <p>Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grade 8 Language standards 1 and 3 for specific expectations.) <p style="text-align: center;"><u>Language Standards</u></p> <p style="text-align: center;">By the end of grade 8, students will:</p> <p>Conventions of Standard English</p> <ol style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. 	<ul style="list-style-type: none"> Media Rubrics Technology Rubrics Research Conventions Rubrics <p>Language: Accurate use of conventions in writing and speaking</p> <ul style="list-style-type: none"> MPS Writing Rubrics – Conventions <p>Language: Appropriate use of on-level vocabulary</p> <ul style="list-style-type: none"> MPS Language Rubrics 	<p><input type="checkbox"/> Differentiation for Students Who Need Additional Practice (use Extra Support in Write Source)</p> <p><input type="checkbox"/> Differentiation for Students Who Are Advanced in This Skill (use Challenge resources in Write Source)</p> <p>Parts of Speech pp. 41, 79, 186, 191, 252, 310, 469-498, 500-503, 519, 522, 702-748 Sentences pp. 42-43, 122-123, 186-187, 248-249, 310-311, 499-522, 570, 571, 690-700 Capitalization pp. 372, 373, 618-626 Active Voice pp. 41, 726.1 Interrogative Pronoun p. 706.1 Spelling pp. 645-651 Shift in Verb Tense p. 482 Comma pp. 314, 582-590 Adjectives pp. 79, 486-489, 732, 734 Ellipses p. 614 Dash p. 612 Mood pp. 307, 351</p> <p>Vocabulary Building Techniques pp. 562 Improving Vocabulary 562-569 Word Choice pp. 12, 20, 34, 41 Etymology pp. 372, 373 Word Order pp. 509, 570, 694.2 Roots pp. 562, 567-569 Reference Materials pp. 370-373 Dictionary Use pp. 372-373 Denotation p. 560 Connotation pp. 106, 121, 488, 560</p>
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<p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p> <p>Knowledge of Language</p> <p>3. Use knowledge of language of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning in context or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<p>Write Source Skills Book</p> <p>Assessment Book</p> <p>Write Source Interactive Writing</p> <p>Skills CD-Rom</p> <p>Daily Language Workouts</p>
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<p style="text-align: center;">Block Structure and Instructional Methods</p> <p style="text-align: center;"><u>Instructional Groupings:</u></p> <p style="text-align: center;">Whole Group: Strategic, Explicit Instruction</p> <p style="text-align: center;">Small Group: Teacher-Guided Instruction, Literacy Work Stations, and Integrated Literacy Work Stations – Application and Practice</p> <p style="text-align: center;">Whole Group: Sharing and Wrap Up</p>	<p style="text-align: center;">Universal Approaches, Modes, Skills, and Strategies</p>
<p><u>Introduction (5 minutes)</u></p> <p>Goal = Connect</p> <p>The teacher will:</p> <ul style="list-style-type: none"> • Use student-friendly language to communicate big ideas, essential questions, and/or set the purpose of the lesson. <p><u>Whole Group (10 minutes)</u></p> <p>Goal = Build</p> <p>The teacher will:</p> <ul style="list-style-type: none"> • Communicate the learning intention. • Introduce the topic of the mini lesson. • Explain the goal of lesson (apply aspects of workshop procedures, literary concepts, writing skills or writing strategies). Topics may include: writing enticing leads, sequencing, perspective, point of view, use of figurative language, memoir, pacing, sentence variety, stylistic effect of conventions, formal language) • Use mentor texts to share example(s) to illustrate aspect of writers’ craft in use. • Provide additional information and/or clarification to enhance understanding and support transfer. • Ask students to discuss with a partner; teacher will listen for understanding. • Help students create a poster and/or record content of lesson in writer’s notebook. • Ask students to reflect on their learning and discuss how they will apply the content of the mini lesson in their writing. • Check status of the class: ask students to first think individually then discuss via whole group or partner share 	<p>Best Practices in Writing (Zemelman, Daniels, and Hyde, 2005; MPS and Milwaukee Writing Project, 2008)</p> <ul style="list-style-type: none"> • Writers’ Workshop • Writing Process • Writing Strategies • Six Traits of Effective Writing • Authentic Forms • Writing-Reading Connection • Effective Feedback • Teacher as Writer <p>Approaches (Graham and Perin, 2007)</p> <ul style="list-style-type: none"> ▪ Writing Strategies ▪ Summarization ▪ Collaborative Writing ▪ Specific Product Goals ▪ Word Processing ▪ Sentence Combining ▪ Prewriting ▪ Inquiry Activities ▪ Process Writing Approach ▪ Study of Models ▪ Writing for Content Areas <p>Differentiated Instruction During Small Group Instruction (Hall, Strangman, and Meyer; 2003)</p> <ul style="list-style-type: none"> • Differentiation (Tomlinson, 1999) <ul style="list-style-type: none"> • Content • Process • Product • Writing Circles (Vopat, 2009) • Inquiry Circles (Harvey and Daniels, 2009) <p>Six Traits of Effective Writing (Spandel, 2009)</p> <p>□ Ides, Organization, Voice, Word Choice, Sentence Fluency and Variety, and Conventions</p>

Small Group (35 minutes)

Goal = Reach

The teacher will:

- Organize classroom for effective small group work, including transitions.
- Set up writing/language arts work stations designed to practice writers' craft in small, purposefully selected groups.
- Integrate other language arts, including speaking and language into design of activities.
- Meet with small flexible groups of students who exhibit similar needs.
- Employ guided writing by reviewing structured lesson and supervising as students write.
- Use interactive writing, asking students to share the pen while they apply the focus of the lesson and talk about writing conventions.
- Allow time for independent writing. Students write for an extended period of time to practice the craft of writing and to apply the appropriate skills, strategies from modeled writing, mentor texts and/or mini lessons.
- Arrange for topics to include both self-selected and assigned; over different amounts of time and in a variety of genres, written for various purposes and audiences.
- Ensure students incorporate and practice research skills as they write.
- Integrate technology into independent practice time so students can practice their writing skills as they access, plan, draft, and/or publish writing.
- Conference with students.
- Provide meaningful, accurate, timely, and specific feedback while rotating among students.

Whole Group – Sharing and Reflection (10 minutes)

Goals = Reconnect and Wrap Up

The teacher will:

- Gather all members of the class to meet, revisit the focus of the learning intention, and share written pieces and learning through oral discussion and presentation and/or through the use of technology.
- Integrate listening, speaking, presentation, and technology skills into the sharing session.

Students in grade four will review and enhance the following skills that writers use (Tomkins, 2010)

- ☐ Structuring Skills
- ☐ Mechanical Skills
- ☐ Language Skills
- ☐ Reference Skills
- ☐ Handwriting Skills
- ☐ Computer Skills

Modes (Cooper, 2003)

- ☐ Write Aloud [Modeled] Writing
- ☐ Shared Writing
- ☐ Guided Writing
- ☐ Interactive Writing (Tompkins, 2008)
- ☐ Collaborative/Cooperative Writing
- ☐ Independent Writing

Categories of Strategies (Tompkins, 2010)

- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

In grades 4 and above students will pay particular attention to the purposeful revision of sentences. Teachers will employ Killgallon's (1998) Four Types of Sentence Composing to help student create increasingly sophisticated and fluent sentences. The four types are:

- ☐ Sentence Unscrambling
- ☐ Sentence Imitating
- ☐ Sentence Combining
- ☐ Sentence Expanding

Writing Process (Graves, 1994)

- Prewriting
- Drafting
- Revising
- Editing
- Publishing
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

Access to Core Curriculum

English Language Learners:

Content Objective(s)
Language Objective(s)
Key Vocabulary
Supplementary Materials

<u>Preparation</u>	<u>Scaffolding</u>	<u>Grouping Options</u>
Adaptation of Content	Modeling	Whole class
Links to Background	Guided practice	Small groups
Links to Past Learning	Independent practice	Partners
Strategies incorporated	Comprehensible input	Independent

<u>Integration of Processes</u>	<u>Application</u>	<u>Assessment</u>
Reading	Hands-on	Individual
Writing	Meaningful	Group
Speaking	Linked to objectives	Written
Listening	Promotes engagement	Oral

Students with Disabilities:

Assistive technology (writing)

- Adapted writing utensils
- Adapted paper
- Positioning devices
- Hand held dictionary/spell check
- Recorders
- Portable word processors
- Digital graphic organizers
- Digital note takers
- Adapted/alternative computer hardware
- Alternative software
- Talking/graphic word processors
- Word prediction
- Advanced reading/writing supports
- Voice recognition
- Sound amplification systems